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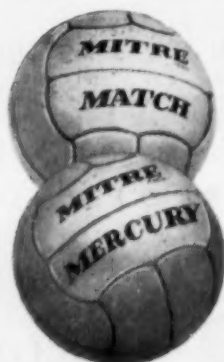
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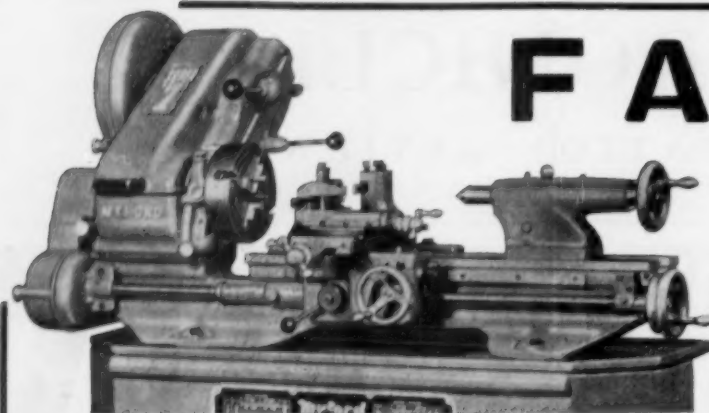
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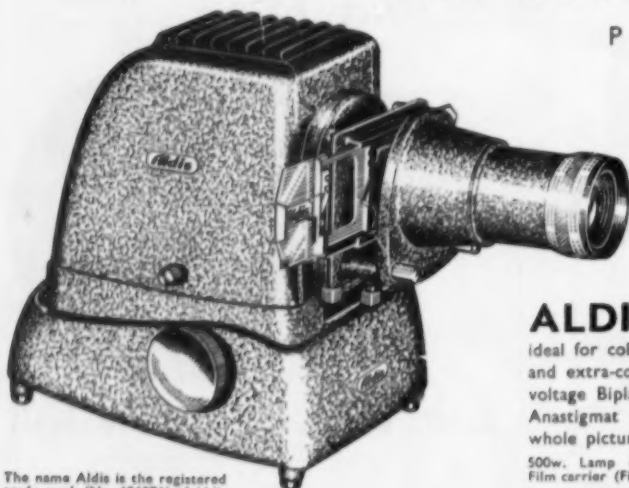
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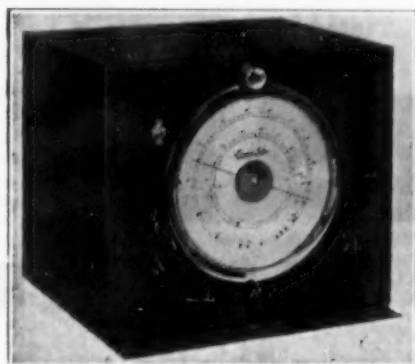
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The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,359. Vol. CXLVII.

JUNE, 1955

Technical Education

Opening his presidential address to the Association of Teachers in Technical Institutions at their annual conference, Mr. S. Rubinstein, B.Com., B.Sc.(Econ.), of Derby, referred to the fact that the Association had now entered upon the second half century of its existence. The past year, he said, had been eventful in many ways and they now had the opportunity of looking back over events and pondering their significance, of taking stock of the present, and of expressing their hopes and desires for the future of Education in general, and of Technical Education in particular.

Continuing, Mr. Rubinstein said: "In October last a new Ministerial team came into office, and the profession greeted Sir David Eccles as Minister and Mr. Vosper as Parliamentary Secretary. The new team could hardly have been unaware that there was a marked degree of frustration and resentment in the educational world. Salaries, superannuation, buildings and equipment were matters that agitated all sections of teachers. They still do, and they give no cause for satisfaction. The economy circulars were operative. The implementation of the 1944 Act seemed little nearer in 1954 than when the Act was passed. The outlook was not bright.

"To some extent the Minister has revived hopes. Circulars 242 and 245 have been withdrawn. It is good that they have gone and that Circular 283 has made its appearance. It is now for the local authorities to take advantage of the changed situation.

"Technical teachers welcome these changes. But experience teaches us to be cautious in these matters, and it would be most unwise to assume that everything in the garden is lovely. Over-sized classes and unsuitable buildings in the primary and secondary stages are of great importance to us in Further Education as affecting the material we have to deal with, and a very vigorous and sustained effort is essential to deal with these problems. Moreover, the remarks in Circular 283 on the level of fees warn us that the shadow is not entirely lifted. But it is good that the struggle waged by teachers and their associations, and by parents and all well-wishers of public education has borne a little fruit. It is not yet a banquet, or even a passably good dinner, but we welcome it as *hors d'oeuvres* to appetites already keen.

Secondary Technical Schools

"Although salaries and superannuation are of prime importance, they do not, and never will, exclude other educational matters from our consideration. For many years the question of secondary technical schools has been, very rightly, in the forefront of our deliberations. The 1953-4 programme of school building showed a three-fold jump in the number of school places planned in secondary technical schools in that building year. This is to be greatly welcomed, but the number of schools and places is still small compared with needs. In January, 1949, the number of secondary technical pupils was given in the Ministry's report as 72,282; in January, 1953, the figure is 79,214. This is hardly a striking rate of progress for an atom age. In 1953, in 70 areas out of 146 there was no secondary

technical provision for girls, and in 34 areas there was no such provision for boys or girls. Year after year attention is drawn to the necessity for an intake at 11+, for a physical existence apart from a technical college, and to the necessity of retaining suitable pupils after the statutory school leaving age, implying suitable maintenance grants. All these things are essential if secondary technical education is to play its proper part.

"The Minister has now stated that the pioneer stage in technical education is over, and proceeded from that to draw the conclusion that technical courses ought to be distributed over as many schools as possible. We appreciate and are grateful for the compliment paid to our secondary technical colleagues. But we do not necessarily agree with the conclusion. Does the statement mean that the modern-technical type of school is to be the favoured child of the Ministry? If so, what is the future of the secondary technical school as such? The Minister's statement is not re-assuring.

"The range of 15-25 per cent. of grammar school and technical school places, as envisaged by the Minister will meet with opposition, and not from teachers alone. In effect it means a grave limitation of opportunity for children, denying them the fullest chance of developing. It would deny to the country a reservoir of talent. Such a range implies an actual reduction from the provision already made in many areas. This would be a most retrogressive step.

"This year sees the first examination of the Associated Examining Board, and the measure of support given them, and the results, will be looked at by all with the interests of further education at heart with care and interest. These examinations offer to the technical schools one way to the goal of the General Certificate of Education. The schools have an incentive to put before their pupils, and of this incentive full advantage will certainly be taken.

Higher Technological Education

"During the year the Association has put before the two main political parties its views on the development of higher technical education, and we are grateful for the opportunity afforded us. We cannot make too widely known the valuable contribution that technical colleges are making in this field. There are some 220 institutions in England and Wales, whose work includes a substantial provision for senior courses, *i.e.*, for students at or above the standard reached by a good pupil at 16 years. There were no less than 74 institutions whose students gained London University degrees. There are 141 with Higher

National Certificate courses. The number of full-time students doing advanced work in major establishments is shown in the latest Ministry Report as 4,736 for university courses and 6,140 for non-university courses. Of these only about 1 per cent. were not doing work related to industry and commerce. For part-time day students the corresponding figures were 6,433 and 26,098, making a total of about 43,000 full and part-time students doing advanced work in establishments of further education. By any standards this is a massive contribution to the needs of industry and commerce. If we turn to the universities we find a total, for the same year, of 29,273 full-time and 816 part-time students in pure science, technology and agriculture. Surely we are not claiming too much when we say that the contribution made by technical colleges in this vital sphere is at least comparable with that made by the universities.

"The need for the expansion of technical education has been made abundantly clear in numerous pamphlets, reports and speeches. As a very recent example, I quote from the speech of the chairman at the Annual General Meeting of one of the country's biggest industrial enterprises:

"We need an increasing supply of physicists, chemists, metallurgists, professional mechanical and electrical engineers, and of their supporting technicians and craftsmen for the future. I express grave anxiety about our position as a nation in this field."

"It is worth remarking that this chairman has held an important Ministerial post, and now sits in the House of Lords. There, in December, was debated the topic of Higher Technological Education, and there was shown, regrettably, a lack of appreciation of the role of the technical college. There was outlined in the debate a programme for

expansion of such education in universities, and especially at the Imperial College in London, but no similar programme for expansion in technical colleges generally. We believe this policy not to be in the best interest of the country, and hope that further counsel will be taken. The figures quoted show the contribution we are already making. This can and must be enlarged if we are to maintain our position in world industry and trade. At the moment the situation is not too promising. The 1953 Ministry Report showed a decline of about 3 per cent. in Ordinary National Certificates gained, and this will affect future Higher National Certificate figures. There was a decline similarly for the National Diplomas.

"The need is for more full-time students. In the debate in the House of Lords insistence was laid on part-time courses for technical colleges and an ending to what was called 'cut-throat competition' between the Universities and a new type of technical college. There is no need for competition, cut-throat or otherwise. The country needs all the trained scientists and technologists it can produce from all the available sources. We must examine extremely closely any proposed closure of courses and supposed redundancy of teachers.

"For full-time and sandwich courses an adequate system of allowances and scholarships is necessary. There is little reason for any differentiation in grants to students between the Colleges and the universities. A situation where a local authority can award a grant of £180 for attendance at a university, but only £50 for attendance at a technical college for the same income level and circumstances, cannot be defended.

"We have stated our policy in this matter of Higher Technological Education for Industry and Commerce, and we are convinced that action along the lines envisaged will achieve the desired end of helping in the flow of properly qualified personnel.

Advanced Courses—Circular 255

"This circular, it will be remembered, made possible the payment of 75 per cent. grant for approved courses in advanced work. There is little to add to what was said last year on this matter. The recognition of courses and the consequent financial help remains restrained. The approval of courses sometimes appears arbitrary and acts unfairly against some colleges. A less rigid interpretation of the conditions would be encouraging. This is one way in which the expansion of facilities for technical education to which, as stated in Circular 283, the Minister attaches great importance, may be pushed forward.

Education for Commerce

"Some three years ago we welcomed the development in the field of commercial education of the revised scheme for a National Certificate in Commerce, and especially the co-operation of some professional bodies on the joint committee administering the scheme. The Ministry's Report showed a 29 per cent. increase in entrants for the Ordinary Certificate, but a decline in entries for the Higher Certificate for the third successive year, and the absentee figures in any case are low. The question of deferment from National Service is very pertinent here. Unless the National Certificate course of study is part of an approved apprenticeship scheme, deferment is not granted. There are two consequences of this. First, students do not enter for the National Certificate course at all, but insist, usually with the employer's backing, on taking a course for another qualification which might not be so suitable for them but which will gain them deferment. In other words, their decision is based on prospects of deferment rather than on educational grounds. Secondly, there is a reluctance to embark on the Higher National Certificate for the same reason, once the Ordinary Certificate is gained.

"The Association of British Chambers of Commerce is being active in this matter and is canvassing a scheme of



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commercial apprenticeship. Such a scheme is overdue. We hope that in the not too distant future there will be an agreement on this matter, and possibly some order will be introduced into the complex, tangled arena of commercial education. To its complexity and cluttered-up-ness all concerned with it can readily testify.

"Another matter connected with National Certificates is that of recognition by professional bodies of subject passes for exemption purposes. Some institutions already accept passes in the Ordinary Certificate as exempting from those subjects in their own examinations. Others hold back, stating the College examinations are yet untried. This is a timid attitude. It under-rates the experience of technical teachers and their anxiety to uphold adequate standards. If the Ordinary National Certificate in Commerce could be accepted in the appropriate subject by institutions as exempting from their own unspecialised intermediate examinations, what a great step forward it would be in commercial education. Surely that is the logical next step from participation in the joint committee.

Management Studies

"The schemes for the Intermediate Certificate and Diploma of the British Institute of Management have now been in existence for a few years. Comments as to their working have been invited from the association and from colleges, and this consultation with those responsible for the schemes is all to the good. Many colleges are running successful short courses as well as the more formal longer certificate schemes. The potential field here is large but industry must do some pushing. In many of the productivity reports emphasis was laid on the quality of management as being a main cause of greater productivity per head in the U.S.A. There management education is accepted.

"Close co-operation between the colleges and industry is essential in this field. Help from industry in staffing is essential. An encouraging attitude from firms towards students taking these courses is, of course, desirable. Industry, ultimately, makes its own managers, but the supplementary role of the technical colleges in the management courses, in broadening outlook and in teaching the tools of management, is of the utmost value.

Curriculum Content in Technical Education

"It is necessary to refer to the discussion and remarks that have been made on this topic. Much nonsense has been spoken on the subject. Shakespeare causes one of his characters to speak contemptuously of 'the rude mechanicals.' The electricals were, of course, not known then. The critics of the content of technical and science curricula apparently still think in some such terms. It has never been made quite clear how a knowledge of the humanities somehow makes a person better fitted for modern society than a knowledge of crafts, of technique, of science. The idea, originally, may be regarded as a hangover from the older ideas and forms of education. People suffering from hangovers are not notable usually for sound judgment. The notion has doubtless been reinforced by the impact on our minds of the horrors of the A-bomb and the H-bomb. The scientist is not to blame for the uses to which any of his discoveries may be put, and very many of them to their everlasting credit, have come out of their laboratories and lecture rooms and voiced, in common with millions of their fellow-men, their detestation of such weapons and joined in appeals for banning them. This would not seem to indicate that they are dangerous lunatics, to be rescued from themselves by the refining influence of the arts and the humanities.

"Stupidity is not the monopoly of the students of any particular branch of study: there are likely to be proportionally as many fools and ignoramuses among the students of the humanities as among students in other faculties and branches of industry and commerce. Science

is an organized search for truth and has values as valid for today as other forms of human activity.

"The essence of the matter surely is that any one-sided form of education is undesirable. The arts student should have some knowledge of science and of scientific method in an increasingly scientific age. Similarly, the technical student should be reasonably well informed on matters that go to make up the pattern of the society of which he is part, and in which he will increasingly take the lead, such as literature, economics, and the current clash of ideas. All of us require an integrated viewpoint. Both science and the humanities are necessary to comprehend the world. There is no superiority to be claimed by the one or the other.

"This does not mean that a broader-based system of study in technical education would do anything but good. How to achieve it is another matter, especially where part-time students are concerned. Time, however, is not the only difficulty. The shortage of well-qualified teachers is another. The lack of agreed clear ideas of what should be taught is another. Some opposition may well be expected. It will be argued that the student will have no patience with something that, it is alleged, he will regard as a frill, or which may not be examinable. It is alleged that the employer will look askance on release for anything but what he considers to be the essentials. In so far as these possible objections have any validity it only means that we have an educational job to do. But I do not believe the objections to be wholly true. The inspiration of the teacher is vitally important here, and thus we return, as in educational discussions we are ultimately bound to return, to the essential importance of the teacher and to his relationship with his students.

"Technical education covers so big an area that even now I have omitted mention of important matters such as women's work, craft courses, and research. Nor have I said



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anything about the government of colleges and the part that must be claimed by teachers therein. . . . In 1953 the Select Committee on Estimates drew attention to 'the unanimity of view about the vital importance of technical and commercial education,' and the recognition that higher productivity is 'to a large extent dependent upon the degree to which technical and commercial knowledge and skill and wider educational opportunities can be within the reach of all.' These words, quoted last year, can well

bear repetition. We are doing a really essential job. We shall continue to do it to the best of our ability, in co-operation with others, and in unity with our colleagues in other fields of education whose efforts, often, like ours, made under great difficulties, are so material to our own success. We must see to it that we are enabled to carry on this work in continually improving conditions and, above all, in an atmosphere free from threats of war and H-bombs, in an atmosphere of peace."

London Schoolmaster puts forward three P's for Secondary Modern Scholars

The annual general meeting of the London Schoolmasters' Association was held on May 20th, preceded by an open meeting at which the following resolutions were passed:

(1) This meeting declares that the current basic salaries of schoolmasters (£450-£725) are grossly inadequate in that (a) they fail to compensate for the increase in the cost of living, and (b) they fail to satisfy the requirements of the McNair Report. At this time no scale less than £650-£1,000 by £35 increments can be regarded as satisfactory. This meeting urges the Minister to call upon the Burnham Committee to re-open salary discussions now.

(2) This Meeting of Schoolmasters emphatically asserts that in the teaching profession those most in need of an immediate increase in salary are the schoolmasters, and that the implementation of Equal Pay, now agreed by the Burnham Committee, is a travesty of justice. This meeting declares that this policy will (a) condemn the schoolmaster to live on a lower social plane than his woman colleague, and (b) lead to an increased shortage of men in the schools.

(3) That this meeting of London Schoolmasters urges all concerned to press for a London Allowance of £100 per annum, such allowance to be made retrospective to 1st April, 1955.

Three P's for Secondary Modern Scholars

In the course of his address to the members present, Mr. J. F. Nicholls (Hither Green Secondary School) the incoming president said:

Education for Education's Sake?

"Though we as schoolmasters are academically minded we do not assume that academic tuition alone is the salvation of all our pupils. Too well do we remember the professors in Gulliver's Travels. They had gone beyond the employment of mere words for the conveyance of thought and had substituted heterogeneous collections of articles, carried in sacks by servants who, at their master's behest, displayed them to other professors with whom it was desired to enter into thought contact. I know of no greater satire upon education than this and I think we are greatly indebted to Swift for such an extremist warning.

"If we return to realism, we have only to look around us, not only in St. Paul's but wherever an ancient and lovely building is to be seen, to realise the value of true craftsmanship, well taught, well learned and well expressed.

Function of the Secondary Modern School

"In the realm of the secondary modern school there are some who would seek to impose examinations in academic subjects under the guise of giving direction to a drifting educational log. It would seem to me to be a fruitless occupation for a teacher to devote his skill and time to enable a non-academic boy to secure a pass in an academic subject in examination.

"I submit that one of the very great contributions of the 1944 Education Act was to bring into being this type of school, which, almost alone among the schools of England, can devote itself to the provision of a broad and cultural education suited to the needs of its scholars, catering for their aptitudes however varied, providing splendid outlets for their art expression, and developing their skills in a variety of useful ways: a school unfettered by external examination.

"If in the Secondary Modern School this opportunity of providing the right type of education for the non-academic boy is not seized with the utmost vigour, those of us in such schools will not only be missing the greatest educational opportunity provided in modern times but we shall be breaking faith with the less erudite members of the community. Long may there continue to be one type of school in which unfettered education, suited to the pupil, may continue to be provided.

Significance of "Three"

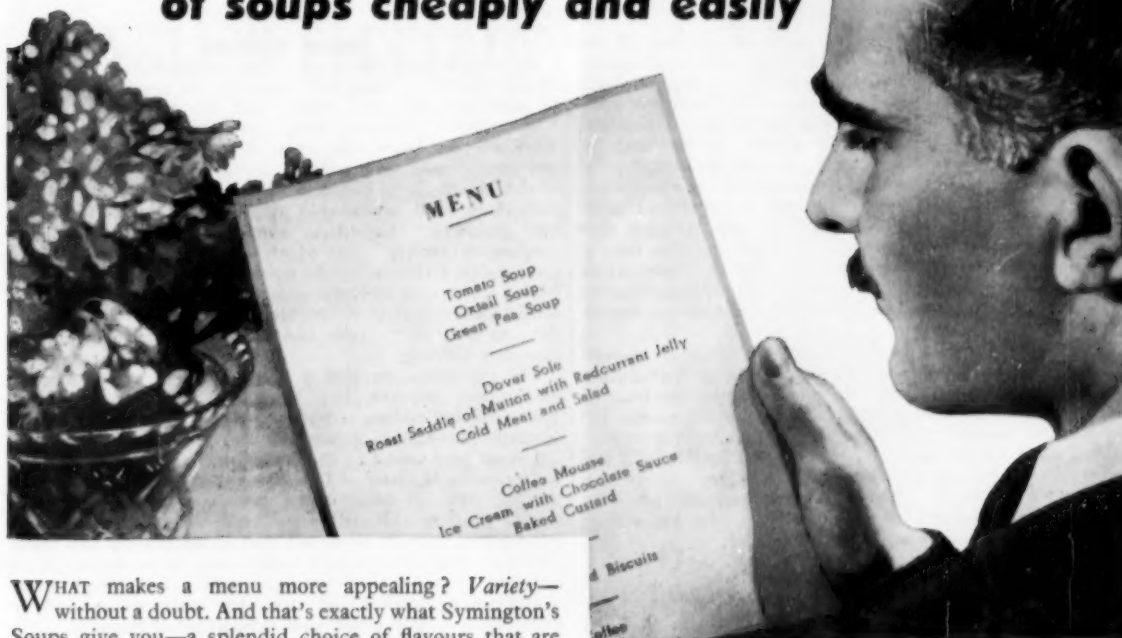
"Since the legendary days of the Three Graces or the fairy tale days of the Three Bears we lend our ears readily to threefold proposals. For years we have endured the three 'R's'. More recently we have been advised to adopt the three 'A's'. For the secondary modern school scholar let me venture to prescribe the three 'P's'.

1. The Pursuit of **Potentiality**.
2. Persistence in **Practice**.
3. Progress in **Perspicacity**.

If our energies are not exhausted in the promotion of these three we might venture an even more difficult fourth; to apply a little Polish to the Personality of certain of our Pupils.

"Teaching today is a very exacting profession. It always has been so and always must be so. Educating is a complex activity in which the imparting of information is but one of the concomitant factors. Almost any knowledgeable person can inform upon what he knows, but it requires the trained academic mind to appreciate how to impart what is known in such a way that something may be learned from it. This is as important to the ingenuous inquiring infant as to the serious, sophisticated six-former. If I were asked 'Who has the more difficult job in school? the infant teacher or the sixth-form teacher?' I should be hard put to it to decide. Those of us who have enjoyed the privilege of admission into the ceaseless activity maelstrom of some infant schools will have marvelled at the inexhaustible contribution of the teacher. I have seen little children, under the very well-meant ministrations of an active but untrained person, become well-behaved automatons. I have seen these same little automatons transformed back into lively thinking individuals by the properly qualified professional teacher."

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A Head Master's Review of the Educational Position

Presidential Address by Mr. Frank Barton, J.P. (Widnes), to the 58th Annual Conference of the National Association of Head Teachers.

During the last eleven years since the passing of the Butler Education Act, there has been an increased awareness of the value of Education and at no stage in our island's history has there been a greater interest in the work of the schools. Possibly this is due in part to the tremendous developments made during recent years. In the fields of local and central administration, in the relationship of teacher to child and in methods of teaching, the years since the first world war have seen greater progress and more changes than any other period since popular and free education was first introduced. In admitting this may I pay sincere tribute to those educationalists—administrators as well as teachers—who by their conscientious endeavour and earnest efforts have brought about these developments in our educational system.

Perhaps the most important change has been in respect of our treatment of children. We no longer regard education as the teaching of subjects but rather as the teaching of children. It is this change of approach that has earned for the present century the title "the children's century." Coming as it did towards the close of the first half of the century, the Butler Act is rightly referred to as the "Children's Charter." This Parliamentary Statute embodies a great number of the principles and ideas that generations of teachers ardently advocated.

Financial Stringency

Unfortunately, many of the hopes created by this, the greatest and most comprehensive of all Education Acts are still not fully realised. Frustration created by financial stringency and economic difficulties has replaced the anticipation of an early implementation of the Act. Is this really surprising? Educational advancement has always suffered through lack of money and in times of economic difficulties educational estimates have been the ready target for those wielding the axe of economy. Popular education has always had a parsimonious existence. It was conceived in poverty, born in penury, cradled in privation and nurtured in frugality. The earliest conception of popular instruction regarded it as a charitable service. Some one hundred years ago a Royal Commission on Education was appointed under the chairmanship of the Duke of Newcastle. The terms of reference instructed the committee to consider and report, "what measures were required for the extension of sound and cheap elementary education." The operative word was "cheap."

It is on record too, that in the early days of teacher training colleges, visiting H.M.I.'s were told to ascertain "whether the diet is so simple, whether the household arrangements are so divested of all luxury and whether the domestic duties performed by the students are such as to prepare them for the humble position and probable privations of a schoolmaster's life." Unfortunately, the niggardly attitude which characterised the introduction of popular education still persists. In this respect some local administrators are as much to blame as the central government. There is still too much concern at the cost of education and too little appreciation of its real value.

Perhaps the greatest effect of this stringency in educational finance is seen in a problem that affects schools of all types. I refer to the lack of sufficient and adequate school accommodation.

School Buildings

It is regrettable that one of the solutions to the shortage of classrooms has been the utilisation for teaching purposes of corridors and staff rooms and the rescuing from the "black list" of many long condemned and unsuitable schools—you know the type—large one or two storey buildings whose architects, uncertain as to whether their model should be a barracks or a railway station, created something solid, serviceable, and ugly with dark dungeon-like passages; buildings unmistakably labelled "late nineteenth century" and which were obviously intended to last long past the end of the twentieth century. Classrooms, where, as it was recently admitted by the chairman of a large local authority, the children are moved round, day by day, so that all in turn can have their share of the inadequate lighting.

Playing fields are still a luxury and in many schools, particularly primary, they fall far short of requirements. These playing spaces, in some instances are such that they resemble the Sahara in summer and a swamp in winter.

I must give credit to the efforts of Sir David Eccles who on becoming Minister of Education in the last Government, lost no time in making the necessary arrangements to render possible the erection of new secondary schools in rural areas. It is to be hoped that all authorities will make the best use of these opportunities, that the facilities will be extended to enable local education authorities to build more new Primary schools and that still more money will be available to improve the older schools of all types.

The Planning of Schools

There is still an unwillingness to accept the suggestions of teachers when architects are planning new schools or adapting old ones. This is in spite of the advice of the Ministry that there needs to be the closest co-operation between the people who design the schools and the people who are to live in them and are responsible for their organization. Each new school should stimulate constructive criticism both by architects and teachers. It is desirable that head teachers should be given the opportunity to co-operate and that architects will assimilate their suggestions and requirements and translate them into space that will encourage its fullest educational use.

It speaks much for the efficiency and adaptability of the teaching profession, that in spite of unsatisfactory buildings, large classes and impoverished grants, that for so long so much has been achieved on so little.

Educational Achievements

There are some who seem to derive false pleasure in decrying the results of our educational system by claiming that a large proportion of scholars leave school unable to read or write. Let us examine this accusation in the light of actual figures. The latest available statistics show that last year, of the boys who entered the army for National Service 84 per cent. were adjudged to be illiterate. No boys of this low standard were accepted for the Royal Navy or the Royal Air Force. The number of illiterates about the age of eighteen is therefore less than 1 per cent. Those who criticise the work of the schools either do not know or conveniently forget that a cross section of the school population reveals that a far higher percentage of children than this possess intelligence quotients in the region of

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70 to 80 and that some are of even lower intelligence. Children of such low ability are slow to learn and quick to forget. It is a source of praise to the energies and resourcefulness of the teaching profession rather than censure, that three years after leaving school, in many cases with this type of child, three years when no book is read nor pen put to paper, that such a small almost negligible percentage should be classed as illiterate.

Today we have a wider conception of the true meaning of education than existed forty years ago and the majority of children leaving school today are better equipped to take their place in adult society than ever before. We are approaching more closely the ideals expressed by Lloyd Morgan when he said "Education is the means by which an individual is brought into vital touch with the whole of his environment."

The foundation so excellently prepared in our infant and junior schools, is providing the basis for the work so magnificently completed in our secondary schools and other educational institutes.

Entry to the Profession

If the educational system is to continue to progress and expand, the products of the Training Colleges and University Training Departments must be first class men and women. This of course itself depends on securing the best possible type of recruit for the profession. Entrants to the colleges should have reached a high academic standard and as far as it is possible to judge, possess those qualities of character and personality required by the successful teacher. No one can rightly claim that the present level of academic attainment required by entrants to the profession is too high. At least in one aspect the minimum standards required by the Ministry are sadly lacking. Unfortunately, it is possible for a future teacher to be accepted for training without having obtained a pass in English at the ordinary level of the General Certificate Examination. In this respect the teaching profession lags behind many other professions which require entrants to possess qualifications in English. And yet the whole success or failure of a teacher depends on his ability to use effectively the spoken and written word. Are we not told "every teacher in English is a teacher of English."

From time to time the Ministry expresses an interest almost approaching concern on the question of the teaching of English. About a quarter of a century ago, a commission consisting of some of the finest authorities on English Literature and English Language produced a lengthy report on this topic. Recently, the Ministry has issued another document with the rather cumbersome title "Language—Some Suggestions for the Teachers of English and Others." There are no indications who else besides teachers is included in this rather vague description but I would like to suggest that at the head of the list under the category "Others," should be the Ministry itself. If the Ministry would amend its regulations so that a satisfactory standard in English was demanded from every new entrant to the profession many difficulties would disappear.

The period of shortage of recruits for the teaching profession appears to be over. Last year there were 1,000 more applications for admission to training colleges than in 1953. For the 8,000 places available for girls next September, the Minister informs us that at the moment there are more than 11,000 applications. The Minister too, has recently announced new measures to provide extra financial assistance to students in training. The National Association of Head Teachers stressed the necessity for this a long time ago. The larger number of applicants and the increased grants seem to indicate that we have now reached the stage when the authorities can be more selective in their choice of entrants and it appears that the time is now opportune to adjust the standard of entry so that only the best possible students are admitted.

The Training of Teachers

Having secured the right type of recruit, justice and common sense demands that the amenities they enjoy and the buildings in which they are trained are such that the college staffs and the trainees share conditions at least equal to the best of our most modern school buildings. Unfortunately this has not always been so and whilst it is true that improvements have been attempted at some colleges the general pattern is not yet completely satisfactory.

Other aspects of teacher training that require careful study are the type of lecturer required and the length of the college course.

The function of the college should be not so much in instructing the student what to teach but how to educate. College staffs should be in constant and close contact with the best that is being done in schools and should be familiar with the teachers' practical difficulties and problems. In order that students can receive the best training in teaching technique and be made aware how to deal with the practical difficulties that arise from day to day in the classroom it seems desirable that a proportion of the staff in each training college should consist of able and up-to-date teachers with a practical experience of the classroom and a first hand knowledge of the pupil gained from actual contact with children in the schools.

Period of Training

In order to meet the increasing demands made of the profession in an expanding educational service consideration must be given to the extension of the period of training from two to three years. In this respect we are already behind several other countries. Scandinavia, for example, has a four-year course, Scotland and Northern Ireland a three-year course.

When introduced, this important and necessary change will mean the freezing of one year's supply of teachers. We must therefore look around to discover the most opportune time to inaugurate the extended course.

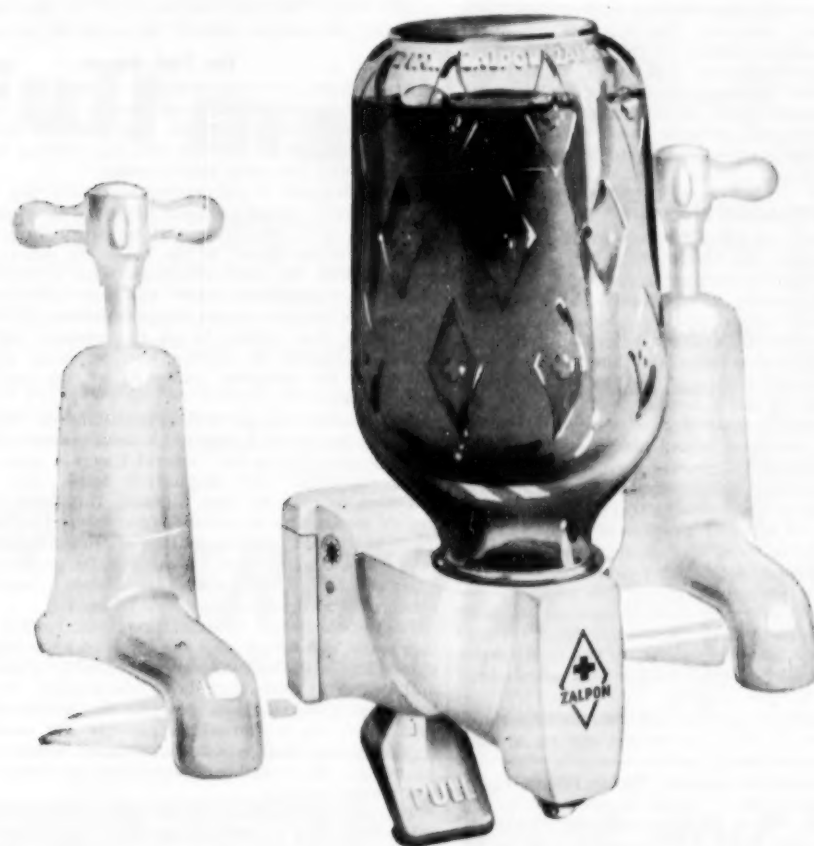
At the moment the schools are catering for increased numbers of children caused by what is usually but rather indelicately referred to as the "bulge." Reliable statisticians inform us that this phenomenon will disappear from the schools about 1960 to 1962. Its passing will have at least two major effects. The scholar-teacher ratio will be favourably altered and in the sixth forms of our grammar schools—the main source of supply for teachers—there will be the maximum number of students. This seems to indicate that 1960 to 1962 will be the most favourable period to commence a three-year college course. Such an important and desirable change means much preparation. The Ministry should therefore take the necessary steps immediately so that the extra year can be introduced as soon as possible.

Secondary Education for All

A considerable amount of controversy exists on the subject of examinations and this topic is of vital concern to both primary and secondary schools.

In the primary schools the problem is related to the allocation of children to the various types of secondary education. Since the passing of the Butler Act, probably more interest has been shown in and more has been written and said about this particular matter than on any other educational subject. Unfortunately many of the opinions expressed on this undoubtedly important question have been unrealistic, misinformed, or based on false sentiment.

Prior to the Act one frequently heard the slogans "Equality of Opportunity" and "Secondary Education for All." It is almost impossible to believe that even today these catch-phrases are misinterpreted to mean grammar school education for all. Quite recently, a former Cabinet Minister, in a public statement, claimed he would abolish the selection examination at eleven by instituting grammar



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school education for everybody. Others believe that there are already too many receiving this type of secondary education and their solution would be the reduction of the grammar school entry to the top 5 per cent. I feel that whether it be provided in separate schools, in bilateral, multilateral or comprehensive schools, the size of the grammar school stream lies between these two extremes. Somewhere in the neighbourhood of 20 to 25 per cent. is perhaps a suitable figure.

The Selection Procedure

The problem of allocating the right child to the right type of secondary education has deservedly received much thought and is the subject of continuing research. It should not necessarily mean merely the selection for grammar school education. Many authorities base selection procedure on the result of a series of attainment and intelligence tests. Whether this method is called the Common Entrance Examination, the Selection Examination, the Junior School Leaving Examination, or the Secondary School Entrance Examination, to a considerable degree it is still a large scale competition for grammar school places.

The type of examination commonly used might successfully test a child's attainment and estimate his intelligence. This information alone is not sufficient to guarantee correct allocation at the age of eleven. Success or failure in the various types of secondary education depends on other factors as well. Qualities of character and temperament, the child's ability for consistent effort, his capacity for dogged work are talents that cannot be gauged successfully by a battery of attainment and intelligence tests. These personal attributes can best be judged by the staff of the school in which the child has lived for the four years of his junior school life.

There is too, the problem of the bad examinee, perhaps a first-rate scholar unable at such a tender age to do himself justice in an examination.

Enlightened authorities, recognising the short-comings of the examination system attach great importance to the head teacher's assessment. Some examiners, however, reject the theory that the teacher's opinion is vital to the validity of the test. Until some better substitute is found, I would suggest most earnestly that the best selection method is one that incorporates the considered opinion of the Head teacher. It is a British tradition that decision must not merely be just, it must also appear to be just. To ignore the head teacher's assessment is not justice—it is imperfect selection.

Examinations in the Secondary Modern Schools

In the secondary modern schools much attention is focussed at the moment on the introduction of an examination suitable for schools leavers. Head teachers who have already instituted an internal examination or who enter their scholars for examinations arranged by outside bodies, report that the effect on the work of the school has been good. Some children have voluntarily stayed on at school beyond the statutory leaving age, the pupil's interest in work has been quickened and the general level of attainment in the school has been considerably improved.

The last word, however, has not yet been spoken on this vital matter. Much discussion and many experiments must take place before a settled policy can be adopted. The primary considerations of course must be the effect on the general work and organization of the school and the value of the examination to the scholars.

As far as their own schools are concerned, head teachers should have complete freedom and if examinations are taken they should be represented on whatever organization conducts the examination.

The curriculum must not be restricted nor the work of the school hampered by regulations drawn up by the examining body. The normal organization of the school

should not be disturbed nor distorted for the sake of a small minority of children entered for a special examination.

The Task Ahead

At Whitsun, we remember how some 2,000 years ago in a far off land, a small group of people, united in a common purpose, received inspiration that enabled them to speak in many tongues so that all who were willing to hear could interpret and act upon their message.

May I suggest, in all reverence, that today, in this land of ours, can be heard a similar diversity of voices from those concerned with education. If we are willing to listen we can discern the appeal of the child, the outcry of parents, the requests of administrators, the utterances of the Minister, suggestions from teachers and very audibly during the last few weeks the promises of politicians.

Though they speak to us in various ways and with different degrees of urgency can we hope that they are united in the common desire to see an improvement in Education.

Fair minded people will agree that the announcements made by Sir David Eccles in his brief period at the Ministry of Education before the General Election were steps in the right direction and re-kindled hope that Parliament intended to play its part to make the 1944 Act a reality. Before we are able to traverse completely the long road that leads to the full implementation of Butler's Act many more such steps and greater action will be required. The full support of local education authorities, teachers and all concerned with education is also essential.

Let us therefore, as educationalists, resolve to unite in this cause and to take up the torch of knowledge so that it shines in the darkest corners of those ill-lighted classrooms and its warm glow spreads to the Council chambers both local and national, there to melt the hearts of those who, until now, have refused to provide the means for fully implementing that wonderful charter which a few brief years ago was hailed with approval by every section of a war weary nation.

Before this can be achieved many problems require our attention. The present is indeed a time of great difficulty but it is also a period of tremendous opportunity and holds possibilities for sensational advances.

With an active and understanding Minister of Education, one who is bold and courageous in tackling our many problems, we may yet receive the inspiration and encouragement that has long been lacking.

Let us therefore lift our eyes to the sky, for though dark sombre clouds obscure the horizon, maybe the sweet breezes of hope and promise will disperse the gloom and reveal a silver lining which in its turn will reflect the dawn of a new era bringing for the children of this country the opportunities that are theirs by right and an educational system that will be the envy of the whole civilised world.

"I don't want to argue that the comprehensive school should be the universal means of higher education of a secondary character. I do believe that the comprehensive school, within suitable limits, and developing over a period of time, has got a part to play. I don't say that the comprehensive school should wipe the other schools out of existence."—MR. HERBERT MORRISON, at an election meeting.

The Rockefeller Foundation have announced grants of £15,000 and £12,500 to assist studies and research within the University of London. A five-year grant of £15,000 is for a new department of occupational health in the London School of Hygiene and Tropical Medicine at the University. The new department will study industrial conditions hazardous to health, the foundation said. The £12,500 research grant is for a three-year period, and will be used to assist studies on the structure of nucleic acid.

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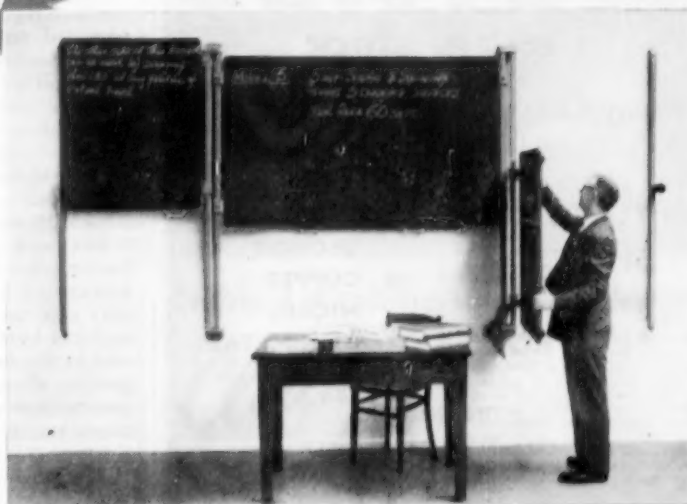
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No. 3359

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Month by Month

The Ignorance of Youth.

THE Primate of All England happens also to be a man with a most distinguished record as a schoolmaster. There are members of his family actively engaged in the teaching service today. The Archbishop has quite exceptional knowledge of the educational situation in England today and also most valuable sources of information relating particularly to primary and secondary schools. Special interest therefore attaches to a statement which he made last month during his African visit, when he addressed the pupils of Linuru Girls' School where his niece, Miss Anne Fisher, is head mistress. Speaking of the need for faith, His Grace said:

In England among young people there is a vast number who cannot say the Lord's Prayer, who do not know what Easter Day means, who have never heard of Good Friday, and attach no importance to Christmas Day.

This statement needs very careful consideration. It is not clear whom the Archbishop means by "young people." That is the name usually given to those boys and girls, youths and maidens, who are no longer young children. The Archbishop's use of the word *people* instead of *children* confirms that interpretation. One can therefore only assume that he was referring to young people aged say 15 or 16 to 18 years who have left school. Is there really a "vast number" of young people in this state of deplorable ignorance? It is at least possible that His Grace has overestimated the number and thus unintentionally exaggerated a situation which, though real and serious, is not as bad as his words imply. All the young people mentioned have been educated under an Education Act which expects all children whose parents do not withdraw them from it to attend a daily act of school worship and to receive religious instruction at least twice or thrice weekly. It seems almost impossible that a "vast number" of school children should be unable to say the Lord's Prayer so soon after at least ten years of religious education. The Lindsey (Lincolnshire) Education Authority recently reported the opinion of a grammar school head master that the Lord's Prayer should not be used too frequently in school worship. This view, however, is not one generally held by teachers. One may ask too, if these young people never even by accident hear a religious service or daily prayers broadcast by the B.B.C.—even assuming that they never take part in an act of worship after leaving school. The programmes of the B.B.C. and the increasingly religious character of even quite popular Easter and Christmas cards should make impossible the total ignorance of those festivals alleged by the Primate.

Allowance must be made for the rapidity with which a young person can forget what he has learnt as a child. Removed at fifteen from the only religious influence he has ever known, a boy or girl may indeed quite soon forget what he has once known by heart and which, through their better memories, others can never forget. Clergymen themselves do not always set a good example in learning and remembering. It is not unusual to find

clergymen who cannot say the Ten Commandments, the Comfortable Words, any form of Absolution or even the daily exhortation without having the book in their hands, open at the proper place. Should more be expected of "young people" than of trained and experienced priests?

Education and the Election.

THE educational policy of the Conservative Party was in effect proclaimed well ahead of the General Election by the Minister of Education in the House of Commons and, as usual, at the Annual Conference of the National Union of Teachers. It is to approve comprehensive schools when they are needed for large but thinly populated areas or, if wanted by the people themselves, in new housing areas. The party is opposed to the extinction of existing grammar schools in order to provide comprehensive secondary schools. Selection at 11+ inevitably figured in election speeches. As already reported, the Minister had much to say about it to the teachers at Scarborough. There, according to *The Times*

Sir David Eccles drew a magnificently hazy picture which he entitled "Selection for Everybody" in contrast to "Selection for Nobody" of the comprehensive school. In this he seemed to point to a happy future in which all secondary schools, modern included, would specialize in something—and a Conservative M.P. went so far in folly during the last debate as to imagine boys asking for transfers from grammar schools, because the local modern school had become the place to study pure science.

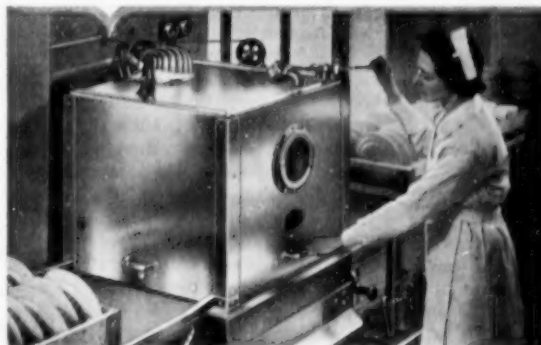
Discounting as far as possible "the myth-making peculiar to election time" and "the fantasies of electioneering" the writer attached most importance to the party's promise to encourage the full development of the modern school, to give it good buildings and to ensure that it did not become an educational dead end. Once the "modern" school can be seen to provide a ladder of opportunity, a means for coming later into the academic or technical stream, much of the popular dissatisfaction with it will disappear. That at any rate is the observation of *The Times* critic.

The Labour Party promised the abolition of the 11+ examination. Recognising that the examination is a worry to many parents, the Labour Party proposed its abolition as the simplest and most honest remedy. With the abolition of selection would go the abolition of selective schools and the establishment of comprehensive schools as the only kind of secondary education. The compulsory abolition of grammar and technical schools was not so clearly proclaimed by the Labour Party, but would seem to be the logical and necessary accompaniment of the abolition of selection. It has been pointed out, however, that parental anxiety might not thus in fact be allayed. The parents who make most complaint about the 11+ examination are those who are most ambitious for their children to go to a grammar school. They may not be pleased if their ambition is killed with their anxiety. According to Mr. Chuter Ede, the present educational system splits the country into three different nations, who never really understand each other. He characterized the grammar school entrants as "cocksure, precocious children"! The Communist Party recognised that the establishment of comprehensive schools to

replace all other secondary schools would take time. Until it could be operated grammar and technical schools would be extended and secondary modern school conditions "levelled up, especially by providing courses beyond the school leaving age." The Public Schools would be ended. What would happen to their endowments, their buildings or their religious foundations was not stated but can be guessed. The Liberal Party manifesto did not mention education at all! Perhaps that is just what education needs—a period of quiet, steady development on lines laid down in 1944, without political interference or direction.

Teachers and Parliament.

THE official organ of the National Union of Teachers published last month the names of members of that union who were standing for Parliament. Excluding the eight officially supported candidates (mostly Labour) the list gave thirty-two names. Of these twenty-eight were Labour and four Conservative. Reference was made also to twelve other teachers whose names appeared in the Labour Party's "Election Who's Who." That made forty Labour to four Conservative candidates. It is surprising that a non-political professional union, as great, as national and as responsible as the N.U.T. does not see and condemn this virtual alliance of the teaching profession with one political party. It is a very serious thing that the public should thus be led to believe that teachers give their almost exclusive support to any one political party, when the nation as a whole is so well and so healthily divided.



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Pupils' Record Cards.

NEWNES Educational Publishing Company has now published for the National Foundation for Educational Research Miss Alice Walker's survey of the nature and use of cumulative school records, under the title of *Pupils' School Records* (21s.). This is just one of those tasks which the Foundation was established to undertake and it is therefore to be hoped that this informative report will be well read and seriously studied. Among the many factors which schools now attempt to record and which may even help to determine selection results at 11+ are qualities of personality. These are of all things the most difficult to assess. It is therefore neither surprising nor unwelcome that special consideration should be given to this particular assessment. The replies of local education authorities showed a unanimous belief that the assessment of personality was the most difficult and unsatisfactory feature of pupils' record cards. Miss Walker reports that it is "the greatest problem at present in the constructing and using of record cards," and that there is "great need for serious experimental investigation in this field under normal school conditions." She makes it clear however that she is not advocating "further academic research on abstract qualities of personality in children." There are indeed more fundamental doubts than the report discloses. Some teachers are uncertain how far they can or should make assessments of personality. The various traits which can be observed may be most difficult to assess. In some of them a child may be regarded as defective. Should he on that account be debarred from the form of secondary education to which he is suited on account of age, ability and aptitude? It may be desirable that the primary school teachers should forward to the secondary school teachers all the information they have about a child's personal qualities, difficulties or defects. It is argued, however, that it is for the school by the very processes of education to deal as far as may be possible with such difficulties and defects. It is well known too that some children are more likable than others, that some are attractive and others unattractive; that teachers are themselves but human and that they too may find it impossible to like equally all the children whom they teach. Teachers who recognise this are most anxious that such very personal matters shall not be allowed to influence their records or their recommendations.

Lectures for Teachers

Among the facilities provided for the teaching profession in London is the comprehensive series of lectures and classes organised by the L.C.C. Almost 60 courses have been organized for the Autumn term, which begins next September, varying from single lectures to a three-day full-time course.

More than 8,000 teachers enrolled for these courses last year—proof of their considerable popularity. While teachers employed in London are given preference in allotting places, teachers from other authorities in the Home Counties are also admitted and Dominion teachers are always welcome.

These lectures and classes for teachers were first organized by the Council over fifty years ago. Representatives of the teachers assist in drawing up the programme each year. The courses have proved in the past to be of the greatest value and there can be little doubt that London teachers will be equally appreciative of their usefulness in the future.

The Education and Training of Youth

Importance Stressed by Sir Godfrey Ince

Sir Godfrey Ince, Permanent Secretary, Ministry of Labour and National Service speaking in Deal last month said that the education and training of our youth and the placing of them in employment that will develop their personality and make them happy, successful and valuable citizens is of fundamental importance to the future of this country.

"It is all the more important at the present time" said Sir Godfrey, "because our young persons are a very scarce commodity. For every eight that reached the age of 18 in 1939 there are now only six."

Sir Godfrey, who was opening a Careers Exhibition organized by the Rotary Club of Deal, pointed out that as the youth of today are the workers of tomorrow it was vital to our economic and social well being that every youth should be properly educated; should be given the best possible guidance in choosing a career; and then, when he or she has made the choice, should be adequately trained.

Education was of course primarily a matter for the schools but education should not and must not stop when a boy or girl left school. Education should continue throughout our lives but the most important point at which it should not cease was at the school-leaving age when a boy or girl left school and went into employment.

"I hope that all employers will accept the responsibility of seeing that the education of young persons does not cease when they start work after leaving school, and that they will not only encourage these young persons to pursue their studies, but will make it possible for them to do so."

Sir Godfrey explained that in giving advice to young persons about careers three people were mainly concerned—the parent, the teacher and the Youth Employment Officer. To obtain the best results there must be a partnership between these three. The parent and the teacher necessarily knew more about the young person, his character, ability, qualifications and aptitudes, than the Youth Employment Officer. On the other hand, what the Youth Employment Officer brought to the partnership was knowledge of industry, commerce and the professions—both locally and nationally.

College Enrolment in America

Mr. John Gardner, president of the Carnegie Foundation, which last year gave grants of over ten million dollars for the improvement of education in America, states in his annual report that a crisis confronts higher education in the United States as a result of the "intolerable pressure" of increasing enrolment in colleges. Some 30 per cent. of all American boys and girls enrol for college education at 18 says the report, which figure compares with one of 12 per cent. in 1930, and of 18 per cent. in 1940; the current estimate in Britain is that five out of every 100 persons aged 18 enter college.

Mr. Gardner says the corporation is not attempting to provide answers but "to state the issues and to suggest terms of discussion." He poses four leading questions: (1) Who should go to college? (2) What kinds of education should be provided? (3) How can we avoid the worst effects of "mass production" in education? (4) How shall we pay for it all?

The report discusses the perils of educational "mass production," such as "incredibly large institutions, theatre-sized classes, and absence of individual treatment," and holds that these difficulties can be overcome by making special efforts. Mr. Gardner says that films and television can play a significant and creative role in higher education, but should never be used as a "complete substitute for the face-to-face instruction between an able teacher and an interested student."

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Hungary puts Accent on Quality in Education

By A SPECIAL CORRESPONDENT

After ten years unprecedented advance in education, in which the number of students at secondary schools has increased two and a half times and the number in colleges and universities quadrupled, Hungary has paused to take stock of the problems arising. The greatest of these is that of quality, and orders have now gone out that standards must be raised.

The task is being tackled on three main lines: (1) By raising the level of general school (elementary) education; (2) By reducing the number of specialised subjects in secondary schools, which had been carried to extremes, and by giving greater attention to moral and patriotic education; and (3) Development of educational scientific research work.

General Schools

The 8-form system of the general schools is based on the principle of general, compulsory and free education for all between the ages of 6 and 14. Nursery schools take care of those below six.

The general school certificate entitles the pupil to enter any type of secondary school. There are in the general schools today 1,200,000 children (population 9,500,000). There is no great teacher problem for the number employed has risen from 26,000 in 1938 to 48,000 at present.

Subjects taught in forms 1 to 4 are writing, reading, maths, drawing, music and P.T. In forms 4 to 8, Hungarian language and literature, maths, geometry, history, geography, physics, natural sciences, chemistry, constitutional law, Russian, drawing, music and P.T.

Weekly attendance hours are low at first but increase year by year. In the 1st form they are 21 and in the 2nd 24, the 3rd 26, the 4th 27, the 5th 29, and in forms 6 to 8 30 hours. There are optional religious classes for various denominations.

During the past years the illustrative method of teaching has been successfully introduced in the general schools. The component-analysing method was employed very successfully in the teaching of reading and writing.

Newspapers recently carried a debate on "The importance of aesthetic education" which brought in such famous personalities as Zoltán Kodály the composer, and Péter Veres, the novelist, who thought that it was wrong that there was no drawing lesson in the 8th form of the general school, and that the teaching of music was missing from the curriculum of the general gymnasium (secondary school).

The debate, which ended with a report by the Minister of Education, resulted in the introduction of music lessons for the 1st form of the secondary schools and the introduction of drawing lessons for the upper classes of general schools.

Another problem of general school education arises in the scattered communities of the Great Plains. In the past, only travelling teachers gave some lessons to the children of the farmers living at great distances from each other. But now, so called "farm centres" are being formed where general schools are being built at reasonable distances from farms.

As the work of the "farm-teachers" is more difficult, their salaries were increased last July by 22 per cent, and those of village teachers by 12 per cent. In addition a grant of £60 is to be given as an incentive for teachers to settle in villages and farm areas.

Secondary Schools

During the past years the development of secondary school education brought the formation of two different types of school—the general gymnasium, which gives a general education preparing the pupil for university, and

the technical gymnasium, giving specialist training for transport, industrial and agricultural work. The problem of reducing the specialised training in technical colleges has arisen because all technical schools (approximately sixty different types) have split the branches of study far too much.

The number of secondary school students was 129,800 in 1953-54 compared with 54,000 in 1938. At present there are industrial and agricultural technical schools, with various branches, teachers and kindergarten teachers' training colleges and gymnasiums.

The biggest percentage of students go to the general gymnasium. The general gymnasium has two sections; in one, the study of natural sciences is to the fore and in the other, the study of the social sciences.

Teaching

Teaching is based on a planned time-table worked out for one term. Teachers prepare themselves for each lesson according to a plan of their own. The teachers give their opinions of work done by pupils immediately, so that pupils know exactly and without delay the result of their work.

The same aim is served by the method of "study pairs," whereby the best pupils help in the studies of the weaker ones.

The introduction of "form-master" hour was a successful innovation. During these hours the form-master discusses all problems with the pupils and delivers a criticism of their work.

The institution of "specialised circles" in the secondary schools not only helps the advancement of the pupils, but also helps to develop or bring out their talent. These "circles" are held after school hours and the youngsters, under the leadership of a teacher, deal with all kinds of questions. There are, for example, "circles" in chemistry, biology, geology, botany, history, literature, and maths.

Secondary school attendance is for four years, and at the end of this period matriculation is taken. Students finishing technical school can go straight into industry where after one and a half to two year's work, they become technicians.

The Higher Schools

During the last few years a great development has also taken place at the Universities. The number of students increased from 11,700 in 1938 to 47,454 at present.

The most important aim at present is the education of students in serious scientific activities. The prime requisite for this is the gaining of knowledge of basic subjects which will give a solid background for scientific study (for example, in Technical University Mathematics, Physics, etc.).

Another aim is the decrease of "over specialised" subjects in favour of the teaching of general knowledge embracing not only a specialised part of a branch of science but the entire branch. This problem is still not entirely solved.

Universities

Hungarian Universities include the following: The Lóránt Eötvös Science University of Budapest, which has faculties of Law, Literature and Language, History, Mathematics, Physics and Chemistry. The Szeged University which has Arts, Law and Natural Science faculties. The Debrecen University whose faculties are Natural Sciences and Arts. The Pécs University with Political Science and Law faculties.

Technical Universities are in Budapest and Miskolc. There are medical faculties in Budapest, Debrecen, Szeged and Pécs.

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17th—24th September	Countryside Week. Holiday Fellowship Centre, Gomshall, Surrey. (Cost £6 10s. 0d.)
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The Agrarian Science University of Budapest has Agronomy, Cattle-Breeding, Mechanisation and Economics faculties. The Horticultural and Viticultural faculties have been transformed into an independent college.

In addition, there are numerous other High Schools, such as the College of Physical Training, the Karl Marx Economic Science University, the Academy of Music, the College of Film and Theatre, the Academy of Fine Arts, and Forestry Engineers and Veterinary Surgeons Colleges.

Minority Schools

Under the Hungarian Constitution minorities must be given the opportunity of studying their own languages. Areas inhabited by minorities provide general school teaching in the Slovak, Rumanian, South Slav and German languages. In the most important towns of the territories inhabited by minorities, secondary schools have also been established in their own language. At present the number of minority kindergartens is 46, general schools 283, secondary schools 6, and at the Teachers' Training College in Budapest there are three chairs for minorities training. The 3,338 minority educational institutes are divided as follows: 148 Slovak, 80 South Slovak, 18 German, and 32 Rumanian.

Adult Education

Adults who never had the opportunity of finishing elementary school education can join in workers general schools. Here the rate of education is far more rapid than it was in the ordinary general schools. The curricula of the 5th and 6th forms are completed in 5 months and that of the 7th and 8th forms in 10 months. The General School certificate enables pupils to attend secondary school.

During 1953-54, 52,000 adults attended the workers general schools, and 31,000 the secondary and technical schools. Evening classes at some of the faculties of the University are also available.

Correspondence courses have become very popular in recent years, both in secondary and the higher schools. Students of these courses have regular consultations and conferences, and take the same exams as other students attending secondary schools or Universities.

Moral Education

Much stress is laid on moral education, the aim of which is to teach young people to love their studies. Teachers are endeavouring to achieve this by awakening the "feeling of success," in their pupils by organizing competitions among them. The winners of these competitions receive a higher scholarship than the usual one.

The teaching of history, geography, literature, and educational excursions contribute to the development of patriotic feeling.

Moral educational work, includes the teaching of love and respect for the people of other countries, and love and honour of the pupil's own family. During history lessons pupils are shown and taught the events and ties which have linked the Hungarian people with their neighbours.

At the history of literature classes, world classics and modern writers are studied. Voltaire, Diderot, Rousseau, D'Alembert, Shakespeare, Tolstoi, Pushkin and Schiller are taught in the 3rd form of secondary schools. The Russian language is taught in the 5th to 8th forms of general schools, while in the secondary schools, Russian, Latin, German, French, and English are taught and in some, Italian too.

Students studying foreign languages during 1953-54 numbered 57,000. The aim of the teachers to educate students in the spirit of friendship amongst the people has been very successful. Several of the secondary school "specialised circles" have studied the classics of other countries and have begun correspondence with students abroad.

Hundreds of thousands of people attend the "parents' school" where teachers and doctors acquaint them with

educational and health matters. A so-called "parents' work community" has been formed where parents of pupils help with the school's work.

Scholarship System

The scholarship system and the network of boarding colleges have one aim—to ensure that youngsters can finish their studies without any financial worry. Boarding schools have been established for provincial secondary school students, and altogether 36,952 pupils took advantage of this facility during 1953-54, which represents 28.5 per cent. of the total number of students; of the University students 17,000, representing 71 per cent. took advantage of the hostels.

Scholarships for the 1954-55 academic year have been modified. To encourage students to study the amount of scholarship grant has been regulated in such a way that the amount received is dependent on the progress of the students. The better the standard, the higher the grant.

In addition, all scholarship winners get "social aid"—that is, a living allowance based on need. Scholarship grants range from £3 to £7 a month; social aid from £1 10s. to £10.

School doctors look after the health of elementary and secondary pupils. Students at colleges and universities are fully covered by the free National Health Scheme.

Teachers' Status

There is no unemployment among teachers; in fact, at certain "farm centres" and villages there is a shortage. Salary increases with the length of service by 8 per cent. every five years. Pensions have been increased considerably from October, 1954. Men receive a pension at the age of 60 and women at 55, provided they have completed 10 years service. The smallest amount of pension is 50 per cent. of the basic salary.

University professors in addition to the usual 8 weeks holiday, receive paid "creative holidays" extending over a period of two months.

Holidays for Diabetic and Epileptic Children

The L.C.C.'s Health Committee are once again arranging for twenty-four selected diabetic and epileptic children to have summer camp holidays this year.

The holidays are being organized by the British Epilepsy Association and the Diabetic Association. The British Epilepsy Association is planning to take a group of epileptic children between the ages of 10 and 16 to Evenley Hall, Brackley, Northants, for a fortnight in August. Evenley Hall has grounds of 100 acres and will be under the supervision of the Association's welfare officer, with an adequate staff of volunteer helpers. The Diabetic Association plans to hold two camps—one at St. Monica's Hostel, Kingsdown, Kent, for twenty children under 9 years old, and the other at Whiteacre Lane Camp Site, Barrow, Whalley, Lancashire, from 16th to 30th August, for children aged 9-15. Full medical and nursing care will be available at both camps.

There is no doubt that the facilities provided by these two organizations have enabled epileptic and diabetic children to enjoy and benefit from a holiday which would otherwise have been denied to them because of the problems associated with their handicaps.

On July 29th forty secondary schoolboys—sixteen from London and twenty-four from Birmingham, Bradford and Glasgow—will leave Southampton for the seventh tour of Canada to be arranged under the educational trusts created in 1938 by Mr. W. H. Rhodes, of Bradford.

Welsh Secondary Schools Association Diamond Jubilee

Teacher more Important than Administrator
says Sir Emrys Evans

Speaking at the diamond jubilee celebrations of the Welsh Secondary Schools' Association at Llandrindod under the presidency of Mr. Sydney Davies (Holywell), Sir Emrys Evans, Vice-Chancellor of the University of Wales, Bangor, said the Welsh Intermediate Act of 1889 was a very fruitful mother, and gave birth to many schools' associations and institutions. One of the children was their own association and another was the Central Welsh Board, which had now disappeared, and that, to him, symbolized a truth which was sometimes forgotten. In education the teacher was more important than the administrator. The institutions touched only the outer surface and it was in the schools that the real work was going on. In assessing the circumstances which influenced his own schooldays he put first a few of his teachers who stood out most prominently, and then some of his fellow pupils. In these days they heard much about research in modern education, but the most valuable research he could think of was that research which should precede the appointment of every teacher. Touching on the enormous development in education over the past sixty years or so, Sir Emrys Evans said that his old school at Ystalyfera was a typical product of the Act of 1889 when he entered it in 1902. After detailing developments there he said other schools could tell the same story of what was happening throughout secondary education. There had been a crescendo of growth which had been quite amazing. "I wonder whether I dare confess at this point," Sir Emrys Evans went on, "that I have some sense of disquiet when

I see under the liberal conditions which govern the granting of State scholarships so many of your best pupils going elsewhere for university education."

In some cases it was readily understandable, he said. The prestige of the older universities and the specialist services which some universities could provide were decisive, but he doubted if they covered more than a proportion of the cases he had in mind. "Our average Welsh students" he went on, "have not a keen sense of the opportunities of the Civil Service. Whether we have a Welsh Parliament or not, we shall witness a continuous and substantial growth of the Welsh Civil Service, and I think this will constitute a challenge to which, I hope, we shall be alive." During the past fifty years there had been an enormous increase in grammar school and university attendance. There was a general appreciation of diffused culture, a love of music, the theatre, and a discursive, ready and lively interest in the achievements of science. He would be the last to suggest that the formal education did not play an important part in all this. The great majority of boys and girls, today, came from "Light Programme" homes, not from "Home Service," and certainly not from "Third Programme" homes. In the Welsh people, especially since the Methodist revival, there had been a respect for the things of the mind and a readiness to accept what the schools had to offer to their children. Wales ranked with Scotland rather than with England in this matter. What of the future? He would be a bold prophet who would dilate on the future of Welsh education. The 1944 Act had given a vastly increased momentum to development. It had been said that the failure of the secondary modern school would mean the failure of democracy and he did not want to quarrel with that statement. The people must have good leaders, and within the democracy there must always be an aristocracy



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of mind and spirit. By and large that aristocracy must come from grammar schools. As to guiding principles, they must always see to it that there was variety. Universities must never become uniformities, and that was true too, of the schools. Next came liberty or freedom, and their schools should give of their best—by having the minimum of interference from without. It was a major irony of our time when education was more widespread than ever before, that there was throughout a large proportion of the people of western countries an almost complete absence of any spiritual conviction of any kind. The schools could provide no panacea for this, but they could help by putting their pupils in the way to fashion for themselves, later on, some constructive ideals.

The Training of Teachers

Under the auspices of the British Council a conference is to be held at the Sadler Hall, University of Leeds, from September 7th to 21st, on "The Training of Teachers."

During the last few years much new thought has been given in England and Wales to the training of teachers and significant developments have taken place throughout the country both in the organization and in the methods of teacher training.

Since 1946, with the formation of Institutes of Education based upon universities, the universities themselves have accepted an increased measure of responsibility for standards in the education of teachers, both graduate and non-graduate. Notable experiments are being made in the education of mature teachers and a considerable expansion of this work is likely in the near future.

The Conference is intended in the first place to give a picture of the lively and developing situation in teacher training in Great Britain. But it is also intended that the lectures, visits and discussions shall be a stimulus to thought about how teachers can best be equipped for their tasks in the world today.

Among the topics to be considered will be the English System of Education; developments in teacher training in England since the war; the selection of teachers for training, practical aspects of training the graduate teacher, the non-graduate teacher and the specialist teacher; the young teacher in the school; the contribution of central and local government departments to the training of teachers; the function of British Universities in teacher training, etc.

Professor W. R. Niblett, B.A., B.Litt., Professor of Education and Director of the Institute of Education in the University of Leeds, member of the University Grants Committee of the British Treasury and of the National Advisory Council on the Training and Supply of Teachers, will be Director of Studies for the Conference.

After twenty years as chairman of Bedford Divisional Education Executive Alderman F. A. Rickard has retired.

The Governors of Wellington College announced that the present Master, Mr. H. W. House, who was appointed in 1941, has signified his wish to retire and that he is to be succeeded in September, 1956, by Mr. Graham Henry Stainforth, at present head master of Oundle School.

Britain's first secondary school for spastics—The Thomas Delarue School—has just been opened by the National Spastics Society at Dene Park, Tonbridge, Kent. This is the first of five special schools which the society and its groups will open this year. This term eighteen children from various parts of England and Wales will be admitted, and it is hoped eventually to take forty-five. Education up to general certificate level, combined with treatment, will be provided.

FILM STRIP REVIEWS

DIANA WYLLIE LIMITED

The Gold and Silver Craftsmen

Strip 1—The Goldsmiths and their Guild. 28 frames.

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Strip 1 opens with a map showing the distribution of trade in the City of London in 1332 and from 1300 onwards the history of the Goldsmith's Company unfolds. The hall-marks of 1544 may be compared with those of the present day. There are exquisite examples of the work of craftsmen from 1545 to 1954, among them being many relics of especial historic interest such as the Bowes Cup from which Queen Elizabeth I drank at her Coronation banquet, St. Edward's Crown, The Seymour Salt, The Dunkirk Cup, the Firewatcher's Box, the Queen's Cup and Coronation Pen (1953) and the Everest Trophy.

Strip 2 shows the application of design to gold and silver ware and here again the history of art is wrapped around contemporary history, for a change in the manners and customs is reflected in the design of the period—a good thing—for by this many relics of the past have dated themselves. The photography of the beautiful examples shown is superb. Examples are mainly of cups, chalices, bowls and boxes; seventeen date from the Alfred Jewel and ten deal with modern examples to 1955.

Strip 3 outlines the steps from apprentice to master-craftsman and shows the stages in the manufacture of a silver tea-set. These strips are available in single frame or double frame, and for good rendering of detail we would recommend the latter. All good projectors have adjustments to take double frame size and it is obvious that a clearer and brighter picture will result by moving the projector forward or by using a longer focus lens. Scratches will not be so noticeable on the larger frame size and therefore less likely to detract from the appreciation of the whole, for we feel that these strips, having once been seen, will be used very frequently, especially for lessons on art appreciation.

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C.G.A. 673—Queen Victoria.—The script has an excellent 15 page introduction giving a comprehensive summary of the reign; the notes on the frames are all that is desirable. Sections of the strip portray the princess, queen, wife, widow and empress. With such a lengthy span there was plenty of scope for the cartoonists and this strip is particularly rich in examples of their work in addition to many other fine drawings; this is a good thing for current opinion and delicate shades of feeling, cynicism, subtlety and sarcasm are all so well expressed by this means that it is well to have a good selection of cartoons before us for analysis. Would that all "Penny-blacks" were as well cut as the one illustrated; would that all of us could attain the calm serenity of the Queen as pictured in her 79th year. 40 frames.

C.G.A. 574—The Crusades.—A further addition to the Medieval Life series in colour. Primary scholars will of course feast on this with relish. A detailed account of the

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First and Third Crusades is given, these ranking highest in importance and at the same time being equally suitable and interesting for children. This is a story of a struggle, not between nations, but between the Moslem and the Christian World—the distribution of the two religions being indicated on a map. Two other maps show the routes of the First and Third Crusades. The well drawn pictures have plenty of appeal. 30 frames.

G.G.A. 573—The Hedgerow.—The second in the Field Study series—setting out to explore the hedgerow in a practical way—to have a purposeful tackling of the job from various angles and to deduce certain facts from summaries and observations made. The primary object is of course to encourage accurate observation and under good training we have found that there is not much that children miss. As a guide to the teacher there is a useful hedgerow study chart with data to be discovered and questions to be answered; if this is a little ambitious in places it can be modified as desired. Certainly there is enough work to cover a year, tackling each season in turn. The major portion of the strip is given to photographs of children engaged in various activities with the apparatus suggested; the author is apparently not too keen an entomologist or he would have included a small net and glass tubes with corks—a delight for some of the boys while the girls were digging up the flowers. 29 frames.

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Margarine.—One thing that can be learned from this strip to our advantage is that margarine, from the point of view of food and vitamin values, is as good as or even better than butter, being more than five times as rich in vitamin D and having a slightly better fat and calorific value. One can appreciate how much scientific work has gone into the making of this valuable synthetic product and the strip clearly indicates the many stages of preparation necessary, summarising each stage by "flow" diagrams. First is the hydrogenation process, using nickel as catalyst, to convert the unsaturated oils into saturates fats; next follows the refining of the natural and hardened oils in three stages—neutralization, decolorization and deodorization; the addition of milk after souring and ripening; emulsification and the addition of Vitamins A and D, and final blending. The obsolescent churn method of manufacture is shown and also the modern Votator apparatus. The whole of this complicated process is made as clear as possible by well drawn diagrams in colour. The strip is obviously too difficult for age groups under 14, but valuable for older children and adults. 39 frames.

The Passion Story—Part I.—An excellent background to the Bible story. The 41 frames are all photographs taken in Jerusalem on the traditional sites of the Gospel story. Appropriately the script has a Bible text to support the photograph for each frame—a thoroughly convincing way of illustrating the Bible passages. The strip will be useful to illustrate more than it sets out to do for much can be learned of Jerusalem and its approaches. All photographs are beautifully clear and well varied.

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Sir Winston Churchill.—A pictorial biography depicting in 44 frames some of the high spots in the great statesman's life. There are naturally many historic pictures here, especially those connected with the two Great Wars. The first picture shows him as a scholar at Harrow School in 1887 and the final photograph is on the occasion of his 80th birthday before the assembly in Westminster Hall, 1954. A set of pictures like this will of course be most acceptable

for reference. The publishers have not provided notes as the strip is "fully captioned," but the young teacher must have considerable knowledge to be able to talk without preparation of Churchill's exploits in the various regiments, of the Siege of Sidney Street, the failure of the Gallipoli Campaign or the Munich Pact. Information on these varied subjects will have to be culled from as varied sources—a short paragraph on these and other frames would have been of great assistance.

Broadcasts to Schools, 1955-56

The Annual Programme of School Broadcasts for 1955-56 has just been sent to all schools in the United Kingdom. There are now 27,697 schools registered as listening to School Broadcasts, as compared with 26,697 at the end of May last year.

There is one major change in the timetable for 1955-56. *Nature Study* will be broadcast at 2-40 p.m. on Tuesdays, changing places with *Early Stages in French* which will be broadcast at 10-0 a.m. This change has been made because a large number of schools complained when *Nature Study* was transferred from an afternoon to a morning period when the revised timetable was introduced in the Autumn Term, 1953. The Council accordingly made a postal survey in the Autumn Term, 1954, asking a representative sample of primary schools to choose between the alternative times of 9-55 a.m. or 2-40 p.m. on Tuesdays. A substantial majority of schools in the sample preferred the afternoon time.

All the series broadcast to schools throughout the United Kingdom will continue next year, except for the single-term experimental series. For Primary schools, the popular series *Travel Talks*, *Stories from World History*, *Nature Study* and *For Country Schools* will continue to provide children with new and vivid experiences of the world around them, of distant lands and of the past; while the provision of Music and English broadcasts will be on the same liberal scale as before. Among the latter, of particular interest is the programme for the series *Adventures in English*, where a whole term will be devoted to J. R. R. Tolkien's modern epic "The Lord of the Rings."

Secondary schools are given an even wider choice of series, some supplementing traditional school subjects, others such as *Current Affairs*, *The World of Work*, *Looking at Things* and *Talks for Sixth Forms* being extra-curricular. The range of experiences open to listeners aged thirteen and fourteen extends in *Senior English II* from "Mr. Polly" to "The Mill on the Floss," in *Orchestral Concerts* from "Porgy and Bess" to the Grieg Piano Concerto, and in *History II* from the story of a Grey Coat School to biographical sketches of Gandhi, Lenin and F. D. Roosevelt; while Sixth Formers can hear groups of talks on such varied topics as Islam, Evolution Today and Opera.

Schools in Scotland and in Wales will both have one new series planned specially for them. The new Scottish series is *For the Fifth and Sixth* and is directed to pupils in Senior Secondary schools. It will be broadcast in the Summer Term only.

For Welsh schools the innovation is a special *Nature Study* series in the Welsh language. Like its counterpart in the United Kingdom programme, it will be accompanied by a pupils' pamphlet including photographs in colour.

The Institute of Builders propose to set up a Board of Building Education, with the support and collaboration of the National Federation of Building Trades Employers.

Leamington School of Art is to be known in future as the Mid-Warwickshire School of Art, because its territory will include Kenilworth, Warwick and Stratford.

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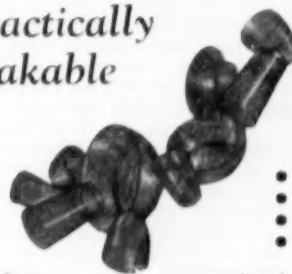
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BOOK NOTES

Pond Dwellers. Natural History Series, by Dr. F. M. Haworth. (University of London Press, 3s. 6d. net.)

The first essential for a book on natural history for children is that it should fire the reader to go off and find out for himself. Judged by this standard, the Natural History Series of which this is the second volume to appear is admirable. The text is full of suggestions for ways in which the reader may follow up, check, find out for himself. More than half the book consists of pictures—careful photographs, simple line drawings and more of H. J. Vanderplank's beautiful, delicately coloured drawings, which were so delightful a feature of the "Aquaria" volume in the same series. These are essentials for the Junior School library—but will the limp pictorial cover stand up to the hard wear that it may be expected to meet? What will happen if the young borrower takes the book with him pond-dipping and it gets splashed? These volumes are worth the slightly higher price a durable cover would entail.

The Scholarship Stakes, by Jane Hope. (Evans Brothers, 6s. net.)

We have come to look forward to the latest Jane Hope rocket with the keenest anticipation. Last time it was "Standing Room Only"—the battle of the bulge. This time it's the eleven plus examination. Skating with wit and agility over the thinnest of educational ice, playing nonchalantly with the most explosive of political dynamite, she has produced her best effort so far. The over-anxious parent, the harassed teacher, the professional "coach," the wretched victims themselves—all are here in word and line. Some characters—Miss Mauve, the Headmaster, Jane herself—already familiar to us reappear, but there is no hint of sameness or repetition. All is as fresh and ebullient as a newly opened bottle of Bass. Every staff-room should subscribe for a copy, if Burnham will not run to a copy each.

The Common Secondary School, by Brian Simon. (Lawrence and Wishart, 9s. 6d. net.)

As in his earlier volume "Intelligence Testing and the Comprehensive School" Mr. Simon appears as an advocate: he does not sit in judgment impartially. Nevertheless his advocacy is authoritative and well-informed, even if it does present one side of the case only. In more serious vein, his indictment of the eleven plus examination is as devastating as Jane Hope's. There can be no denying his contention that "each year the examination brings frustration and disappointment to countless homes. Each year it brands 80 per cent. of young children as failures before they have had time to develop their talents." But is the comprehensive school the only answer? Although all men may be born free and equal, they are not all born alike. While we must consider the 80 per cent. we also have a duty to the other 20 per cent. and to the nation they will one day serve. And there is another difficulty about Mr. Simon: the unbiased reader who shares his concern at the unsatisfactory nature of the existing system of allocation

would feel more comfortable in this author's company if his political leanings did not lie so close to the surface. Is Mr. Simon an educationist who supports a particular political party because that party promises to further his own educational views, or is he a politician merely using a widespread educational malaise as a means to the furthering of his wider political ends? For all his skill in advocacy, he will not carry the disinterested reader all the way with him until this uncertainty is resolved.—C.

Sailing Ships. The Discovery Reference Books, by G. R. France, B.A. (University of London Press, 6s. net.)

There is a fascination and romance about the old sailing ships which the coal and oil driven giants of today can never quite capture. In this latest of the Discovery Reference Books the author has attempted to do more than provide the young reader with a mere work of reference—although there is a wealth of carefully chosen facts here—he has sought to present facts against a vivid colourful background. Here is unfolded the pageant of seafaring, from the simple coracle to that last and most beautiful expression of the sailing ship, the "clipper." There are block silhouettes of the various rigs for the keen ship "spotter," there are illustrative sea yarns, "stills" from historical films, a glossary of nautical terms, charts of sailing rigs, diagrams of various items of equipment—and the whole is held together on the thread of one's boy's adventures. There are "Things to Do" sections and well selected lists of books for further reading. The index at the end is most useful in a work which is intended partly for reference. A delightful addition to a well-conceived series.—C.

Educational Measurement, by R. M. W. Travers (Macmillan Company, New York, 33s. net.)

This text-book brings together within manageable compass the principal results of the sixty years of research since educational measurement first became an exact science. There is first a thorough enquiry into the nature of measurement and the purposes it can serve. The various broad fields are then surveyed: intelligence testing, attainment measurement, personality assessment and so on, and there is a final section on diagnostic testing as a means of predicting progress. The work is thorough, authoritative, well documented and helpfully sectionalised and indexed. This is not perhaps the occasion to debate the wisdom of over much reliance on standardised testing; psychometrics are now firmly implanted in educational administration (even if many of our schools are still comparatively untouched). For those who wish to understand and apply the latest results of research in this field we know of no better guide than this comprehensive (and comprehensible) text-book.—C.

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Looking to the Future

Sir David Eccles said in the closing weeks of the last Parliament that we had now reached the stage when our thoughts can turn away from the need to expand the whole size of the education service, and concentrate on improving standards.

The Government have stated that in the next five years they will provide at least another million new school places, and that during the same period their aim would be to maintain at least the present increase in the number of teachers in the schools, namely an average of no less than 6,000 a year.

These are considerable commitments for a start, Mr. Dennis Vosper told the conference of Head Teachers, but he wanted to look further ahead than the next few years and to remind them of a few considerations which must be borne in mind in thinking about future developments. One resolution on their conference agenda suggested that no class in any school should be more than thirty; another called for the immediate introduction of a three-year minimum training course for all teachers. To these could be added compulsory part-time education for school leavers in county colleges, raising the school age from fifteen to sixteen, and the expansion of the provisions for nursery education, all of which are contained in the 1944 Act. It was easy to add to the list.

Which of these exciting developments should be tackled first? To help them in forming a reasonable judgment of the prospects, Mr. Vosper said he submitted the following facts and figures.

Take for instance, he said, the size of classes. "If we can maintain the present increase of around 6,000 teachers a year, then it is a fact that by 1961 there need be no junior and infant classes with more than forty children. It is not always realised that this means an *average* size of class

of no more than thirty. Now if we could keep up that rate after 1961 then there would be enough teachers to bring all senior classes within the regulation size of thirty about three or four years later. Let us gaze even further into the future: assuming that all this were fulfilled, do we then continue to increase the size of the teaching force at the same rate—if we can? If so, for what purpose do we use these extra teachers? The same rate of increase in the number of teachers up to the end of the next decade would probably enable us to eliminate all the primary classes over thirty, involving an *average* primary class of no more than about twenty-two. But even assuming that the country is prepared to spend the money on paying all these extra teachers—and paying them properly—and even assuming that the teachers would keep on coming forward, ought we to make a maximum size of thirty for primary classes our paramount aim?

"What about the three-year course for instance? If we make three years the minimum for a course of training, we should lose at once some 10,000 teachers who would otherwise have entered our schools, and unless we undertook a vast training college building programme to increase the colleges' capacity by 50 per cent. the output in future years from the two-year colleges would be considerably less than 10,000. Clearly the three-year course would seriously retard the prospects of a maximum of thirty for primary classes; the calculation I made above assumed the total number of teachers could go on rising by 6,000 every year.

"If we raised the school age from fifteen to sixteen we should have at least 400,000 extra children to educate, requiring some 15,000 more teachers. If we introduce compulsory part-time education I think that we should need something like another 20,000 teachers. And what about nursery schools much canvassed at the Election? At present there are less than 200,000 under five's in nursery schools and classes. The long term aim of planning just after the war was to provide nursery education eventually for half of all the children between two and five—say a million children in all. Is this a desirable aim today? If it is, think how many extra teachers it would need, not to speak of ancillary staff.

"You will see that the three-year course would tend to reduce the rate of expansion in the profession, whereas all the other suggestions I have mentioned will each require a large increase in the teaching force. They will of course also require the provision of adequate teaching accommodation: I am speaking here only of teachers, but I would remind you that although the fall in the school roll will free classrooms after the next few years we have to provide accommodation for reorganization and the replacement of slum schools, as well as for any other new policies we may undertake.

"Once you consider what the improvements I have mentioned mean in terms of additional teachers you will realise how impossible it is to undertake them all in full and simultaneously, whether now or in the near future. It is because of this that the Ministry have already sought the advice of the National Advisory Council on factors governing the introduction of the three-year training course, and it is because of this that I am asking you to bear in mind in all your discussions that a choice has to be made and priorities settled. Of course the choice is not clear cut, but it is nevertheless inescapable. We have to decide which improvements we value most and then pursue them wholeheartedly; otherwise our resources will be frittered away."

The Swaffham Urban Council, Norfolk is organising a petition against the removal of Hamonds Grammar School to the rival market town of Dereham 10 miles away. The move has been planned by Norfolk Education Committee as an alternative to making the ancient grammar school co-educational.

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Visual Aids in Education

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The 1955 Conference will follow up the work of the previous conferences and consider a number of aspects of the production and use of visual aids in education. It will include reports of the work of the National Committee and the Educational Foundation and the Annual Meeting of the Central Committee of Teachers' Visual Aids Groups. An extensive Exhibition will show the range of material and equipment now available for schools.

N.U.T. President on School Savings

Death of Mr. W. Turner

Speaking at the National Savings Assembly at Margate Mr. H. J. Narsey, President of the N.U.T., referred to his recent visit to schools in Yugoslavia where he said the teachers were very poorly paid. Savings were needed to maintain the higher standard of living in this country and for the future welfare of our children.

Figures issued at the Assembly showed that savings group membership in schools in England and Wales increased in the six months of the New Savers Campaign by 345,088, making a total of 2,354,958.

While speaking at the Assembly, Mr. W. Turner, M.B.E., Divisional Education Officer for Rossendale, Lancs., collapsed and died. He was Chairman of the N.E. Lancashire Savings Constituency and Hon. Sec. of the Rawtenstall Savings Committee.

Lord Mackintosh of Halifax, Chairman of the National Savings Committee, paid a warm tribute to Mr. Turner's long service to National Savings in the schools.

£9,000 for Red Cross

The British Red Cross Society has received a grant of £9,000 from the King George VI Foundation, which will be used for further training of leaders and prospective leaders of its young people.

Part of the grant will be allocated to purchasing and equipping a van as a Mobile Training Unit for use throughout the United Kingdom. This will carry a tape recorder, filmstrip projector, screen, blackboard, flannelgraph board, easel, training charts and aids necessary for the specific courses. Another part of the grant will be spent on special training courses at the Society's National Training Centre at Barnett Hill, near Guildford.

The Governors of Queen Elizabeth's Grammar School, Blackburn, are appealing for £60,000 to erect a new science wing, improve their playing fields, and build a new assembly hall.

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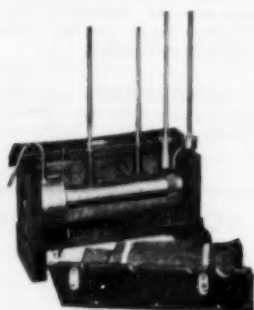
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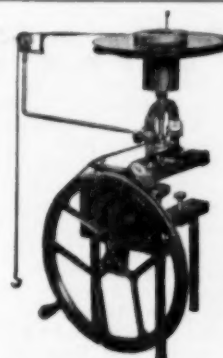
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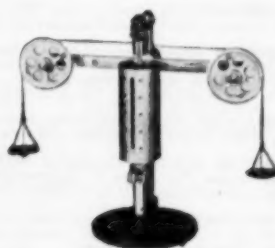
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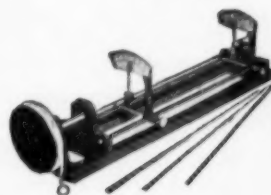
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